

1. Read the meaning of any unknown vocabulary, then Ss complete the task. Check Ss' answers.)

a 7 h 10  
b 5 i 6  
c 9 j 8

2. Read the advertisement aloud and explain/elicit the meaning of any unknown vocabulary. Allow Ss five mins. to complete the task. Check Ss' answers.)

(Suggested answers)

1. How old? 4 Private room?  
2. Which evenings? 5 What exactly? A car?

(Suggested answers)

1. I would like to know how old candidates should be. Could you please tell me what age candidates should be?  
2. I would like to know which evenings in particular are free. Could you please tell me which evenings are free?  
3. I would like to know if you provide a private room. Could you please tell me whether you provide a private room?  
4. I would like to know what exactly the benefits are and whether they include the use of a car. Could you please tell me what exactly the benefits are and whether they include the use of a car?

3. Read the rubric and the notes aloud. Elicit the meaning of any unknown vocabulary, then Ss complete the task. Check Ss' answers.)

1. Mrs White  
2. Not very well  
3. Dear Mrs White, Yours sincerely, my full name

4. (Suggested answer)

Opening remarks

I'm writing with regard to the end-of-term party that I am organising.

Closing remarks

Thank you in advance. I look forward to hearing from you.

5. Allow Ss four or five mins. to read the notes again. Check Ss' answers by asking individual Ss to read the sentences aloud.)

(Suggested answers)

- **who's coming:** The 4th and 5th forms will be attending the party.
- **music:** The music will be provided by *John Smith's Disco*.
- **food and drink:** Mary and Eva will be responsible for supplying the food and drink for the party.
- **cost of tickets:** How much should we charge for a ticket?
- **posters:** Where exactly can we put up the posters?

8 (Help Ss to compose their letter orally using their answers from Ex. 7. When satisfied that Ss can deal with the task successfully, assign it as written HW.)

(Suggested answer)

Dear Mrs White,

I'm writing with regard to the end-of-term party that I am organising.

Firstly, the party will be held in the school hall on Saturday 1st July from 8 pm to 11 pm. The 4th and 5th forms will be attending. The music will be provided by John Smith's Disco and Mary and Eva will be responsible for supplying the food and drink for the party.

Finally, I was wondering if you could advise me on how much we should charge for a ticket. Also, could you let me know where exactly we can put up the posters?

Thank you in advance. I look forward to hearing from you.

Yours sincerely,

Ben Adams

## Unit 6 - Describing People (pp. 42 - 47)

1 (Elicit from Ss words/phrases required to describe a person i.e. tall, short, thin, slim, blue eyes etc. Ask Ss to suggest as many words as they can. Explain that they are going to listen to someone describing his schoolfriends and that Ss should listen a) to identify the friends and b) for the words which describe their personalities. Then, Ss do the listening activity. Check Ss' answers. Finally, ask Ss to describe each boy.)

a) 1 Martin 2 Alex 3 Ravi

b) 1 A 3 A 5 M  
2 M 4 R 6 R



**(Suggested answer)**

Martin is fairly tall and has short brown hair. He's really well-behaved and clever.

Alex is short with red hair and rosy cheeks. He's really funny, but he's sometimes a bit naughty.

Ravi is quite tall and slim with dark hair. He's a bit quiet, but he's very sporty.

- 2** (Present the theory and the paragraph plan and elicit the main topic of each paragraph. Read the rubric aloud and explain/elicite the meaning of any unknown words. Elicit the key words to be underlined. Then, read the questions aloud and allow Ss four mins. to complete the task. Check Ss' answers)

**Key words:** editor - school magazine - article about a close friend - describing - appearance - personality - hobbies/interests

- 1 passive voice X linking words ✓  
colloquial language ✓ complex sentences X  
abbreviations ✓
- 2 B
- 3 A, B and D because they are not close friends.
- 4 paragraph 1
- 5 paragraph 5
- 6 B, E and F

- 3 a)** (Explain/Elicit the meaning of any unknown vocabulary. Allow Ss three or four mins. to complete the task, then elicit answers from individual Ss around the class. Write the completed table on the board. Ss copy the completed table into their notebooks, then make sentences using the words/phrases.)

MAIN BODY	Topic	Main Points
	appearance	good-looking, great sense of style, olive skin, curly dark hair, casual clothes, wavy hair, pale complexion, pointed nose, shoulder-length hair, tall, slim, of medium height, attractive, plump
	personal qualities	fantastic sense of humour, immature, outgoing, friendly, rude, lazy, generous, popular, bossy
	hobbies/interests	sailing, painting, scuba diving, skiing, rafting

(Ss' own answers)

- b)** (Allow Ss two or three mins. to skim the text and label the paragraphs. Check Ss' answers. Ss underline the topic sentences, then in pairs think of other appropriate ones. Ask some Ss to report back to the class.)

Para 2: physical appearance/clothes

Para 3: personal qualities

Para 4: hobbies/interests

Para 5: comments/feelings

**(Suggested answers)**

Para 1: I first met Jacques, my best friend, two years ago.

Para 2: Jacques is a very handsome man.

Para 3: Jacques has got an outgoing personality.

Para 4: Jacques likes sports a lot, especially water sports.

Para 5: I'm really lucky to have a great friend like Jacques.

- 4** (Present the theory, then allow Ss three or four mins. to read the text again. Explain/Elicit the meaning of any unknown words. Ss complete the task. Check Ss' answers.)

**Adjectives to be circled:** quite good-looking, tall, slim, olive skin, curly dark hair, great sense of style, well-dressed, casual clothes, very outgoing, friendly, loves to have fun, fantastic sense of humour, a bit immature

Yes, he does: Jacques can be a bit immature at times.

Yes, the writer does: When Jacques doesn't get what he wants, he acts childish and stamps his feet.

- 5** (Present the theory on linking words, then allow Ss two or three mins. to fill in the correct words. Check Ss' answers.)

- |                  |                          |
|------------------|--------------------------|
| 1 with, but, and | 3 both, also, as well as |
| 2 who, with, and | 4 and, also, However     |

(In preparation for Ex. 6, write a table on the board with the headings **height, build, age, face, complexion, hair, eyes, nose, special features and dress style**. Elicit from Ss as many descriptive words as possible and write them in the appropriate column in the table. Ss copy the table into their notebooks as a reference for the following exercise.)



## (Suggested answers)

<b>height</b>	short, tall, of medium height, of average height etc.
<b>build</b>	heavy build, of medium build etc.
<b>age</b>	young, middle-aged, old, elderly, in his early/mid/late thirties etc.
<b>face</b>	long, round etc.
<b>complexion</b>	pale, dark, fair etc.
<b>hair</b>	short, long, straight, curly, wavy, red, brown, shoulder-length etc.
<b>eyes</b>	blue, green, etc, big, small, almond-shaped
<b>nose</b>	pointed, small, big etc.
<b>special features</b>	dimples, scar, bruise, beard, moustache, freckles etc.
<b>dress style</b>	casually dressed, sportswear, business clothes

**6 a)** (Ss, in pairs, choose the best answers, then add any new words from the exercise to the table.)

- |                     |                    |
|---------------------|--------------------|
| 2 a) medium         | 4 a) early teens   |
| b) middle-aged      | b) curly hair      |
| c) moustache        | c) dark complexion |
| 3 a) tall           | 5 a) long          |
| b) glasses          | b) pale            |
| c) business clothes | c) friendly        |

**b)** (Read the example aloud. Ss describe each person.)

## (Suggested answers)

- 2 ... Mr Roberts is a man of medium build who is middle-aged and has a moustache.
- 3 Gerald is a tall man with glasses who wears business clothes.
- 4 Veronica is in her early teens with curly hair and a dark complexion.
- 5 Julie has got long hair, pale skin and a friendly expression.

**7** (Remind Ss that to describe a person you need to describe the person's character using various adjectives. Read the list of adjectives, then allow Ss three or four mins. to match the items. Help individual Ss to form sentences. The task can then be assigned as written HW.)

b 10    d 11    f 4    h 12    j 7    l 8  
c 5    e 6    g 3    i 2    k 9

## (Suggested answers)

... My sister is a popular person who everyone likes. She can be rather impatient, however, because she hates waiting for anything.

My best friend is always well-dressed and wears smart clothes. She is also an energetic person who is very active.

My brother is an intelligent person who does well at school. He is also very cheerful and is always smiling.

My niece is rather bossy, and always tells everyone what to do.

My friend Mary, is very talkative, and is always chatting. However, she can be lazy because she doesn't like working hard.

My cousin can be a bit rude because he isn't polite to strangers. He is also selfish and cares only about himself.

**8** (Explain that items 1 to 8 refer to people's mannerisms. Allow Ss two or three mins. to complete the task, then elicit answers from individual Ss around the class. As an extension, Ss can think of other examples to justify the same character qualities.)

1 generous    4 energetic    7 selfish  
2 aggressive    5 cheerful    8 moody  
3 impatient    6 lazy

**9** (Allow Ss two or three mins. to cross out the unnecessary words. Check Ss' answers, then explain/elicit the meanings of any unknown words. Finally, elicit suitable answers to the questions.)

2 to    3 will    4 the    5 the    6 much

The first para is about Megan's personal qualities.

The second para is about Megan's hobby.

By giving examples of her mannerisms.

She blushes and then looks down at the floor.



- 10** (Present the example, then read the topic sentences aloud and explain/ elicit the meaning of any unknown words. Elicit suitable points for inclusion in each description, then in pairs Ss complete the task. Check Ss' answers around the class.)

**(Suggested answers)**

- 1 He is tall and well-built, with dark hair and green eyes, as well as a cheerful, friendly expression.
- 2 He is often noisy and he loves running around the house, even when he has been told not to.
- 3 She is the best student in our class, and she always gets full marks in tests and exams.
- 4 Whenever I see her, she is well-dressed. She also spends a lot of time keeping fit and staying slim.
- 5 For example, he often goes mountain climbing and hang-gliding. He likes ballooning, too. He's also making plans to try bungee jumping.

- 11** (Read the rubric aloud and elicit from Ss the key words to be underlined. Allow Ss another three or four mins. to read the text and complete the task.)

- a) Key words:** teacher — composition — person who once helped you — describing — appearance — personal qualities — mannerisms — hobbies/interests

A 4    B 1    C 5    D 3    E 2

- b)** Yes, all the points in the rubric have been included.

- c)** Past tenses, because the writer no longer sees the person.

- d)** linking words/phrases to be underlined:  
but — and — not only..., but also... (Para B1)  
and — with — which (Para E2)  
but — as well as — which — because — also — although — and (Para D3)  
and — and — also (Para A4)  
and — but — and — who (Para C5)

- e)** talked in a low voice, blushed easily

- f)** Topic sentences to be underlined and replaced: E - Ruth was pretty. = 3, Ruth was quite attractive.  
D - Ruth had a quiet but very friendly nature.

= 2, Ruth was a gentle and affectionate person.

A - In her spare time, Ruth liked to read. = 1, Ruth's favourite pastime was reading.

- 12** (Read the rubric aloud and elicit the key words to be underlined, then Ss answer the questions.)

**Key words:** local newspaper — description — work colleague or fellow student — admire — appearance — personal qualities/mannerisms — hobbies/interests

- a)** ii) a relative

- b)** semi-formal

- c)** present tenses, because you see this person often

- d)** (Ss choose the appropriate points from the list.)

- his/her hobbies/interests
- description of his/her appearance
- name, when/where/how met
- your comments/feelings
- description of his/her personality/ mannerisms

(Write the following headings on the board. Ss copy them into their notebooks, then fill in the appropriate information about the person they will describe. Individual Ss describe their colleague or fellow student using their notes.)

**(Suggested answers)**

Para 2: **height:** tall  
**age:** 27  
**face:** round  
**hair:** long, brown  
**eyes:** brown  
**nose:** small  
**special features:** dimples  
**dress style:** casual clothes, jeans/T-shirts

Para 3: **personality:** popular - everyone likes - impatient - hates waiting

Para 4: **hobbies/interests:** swimming - 3 times a week - listening to music - buys new CDs

Para 5: **your comments/feelings:** enjoy being with - always have fun - hope be friends for ever



- 13** (When satisfied that Ss can deal with the task successfully, assign it as written HW.)

**(Suggested answer)**

Julia is a colleague who I first met two years ago while we were having a lunch break in the canteen.

She is a tall slim 27-year-old. She has got long brown hair with a round face and brown eyes. She usually dresses casually in jeans and T-shirts.

Julia is a popular person who is liked by everyone. However, she is rather impatient at times and hates waiting for anything.

In her free time, Julia enjoys swimming and goes three times a week after work. She also likes listening to music and is always buying new CDs to listen to.

Julia is one of my best friends, and I enjoy being with her. We always have fun together, and I hope we will be friends forever.

## Unit 7 - Describing Places/Buildings (pp. 48 - 53)

- 1** (Read the table aloud and explain/elicite the meanings of any unknown words. Ss do the listening task. Check Ss' answers around the class, then ask individual Ss to describe the city.)

<b>Name:</b>	Brussels <input type="checkbox"/>	Buenos Aires <input checked="" type="checkbox"/>	Bonn <input type="checkbox"/>
<b>Location:</b>	Argentina <input checked="" type="checkbox"/>	Africa <input type="checkbox"/>	Antarctica <input type="checkbox"/>
	centre of the country <input type="checkbox"/>	south-east coast <input type="checkbox"/>	north-east coast <input checked="" type="checkbox"/>
<b>Things to see and do:</b>	Plaza de Mayo <input checked="" type="checkbox"/>	National Gallery <input type="checkbox"/>	History Museum <input type="checkbox"/>
	Cathedral <input checked="" type="checkbox"/>	Spanish Tower <input type="checkbox"/>	Casa Rosada <input checked="" type="checkbox"/>
<b>Shopping:</b>	antiques fair <input checked="" type="checkbox"/>	big market <input checked="" type="checkbox"/>	superstore <input type="checkbox"/>
<b>Nightlife:</b>	dance halls <input type="checkbox"/>	cinemas <input checked="" type="checkbox"/>	variety of restaurants <input checked="" type="checkbox"/>
<b>Comments:</b>	better in August <input type="checkbox"/>	recommend it <input checked="" type="checkbox"/>	too noisy <input type="checkbox"/>

(Ss' own answers)

- 2** (Present the theory and the paragraph plan. Then, read the rubric and the questions aloud and explain/elicite the meaning of any unknown words. Allow Ss two or three mins. to underline the key words and answer the questions. Check Ss' answers.)

**Key words:** international travel magazine — town visited — article — describing a town — things to see and do — shops — nightlife

- 1** A descriptive article.  
The magazine's readers.  
No, because an article for an international travel magazine should be written in semi-formal style.

**2** A, C, D, F

- 3** (Present the phrases of location. Individual Ss around the class talk about the location of the towns/cities on the map.)

**(Suggested answers)**

London is situated in the south-east of England.  
Ipswich is located on the east coast of England.  
Nottingham is located in the centre of England.  
York is situated in the north-east of England.  
Exeter is located in south-west England.

(As an extension, Ss talk about the location of towns/cities in their country.)

- 4 a)** (Explain/Elicite the meaning of any unknown words. Then, allow Ss two or three mins. to say which words/phrases belong under each heading. Check Ss' answers.)

**Things to see and do:** museum, ancient theatre, zoo, café, temple, art gallery, botanical gardens, monument, statue, palace, funfair, amusement arcade

**Shopping:** boutique, open-air market, bazaar, fair, souvenir shop, antique shop, shopping centre

**Nightlife:** nightclub, restaurant, music hall, multi-screen cinema, theatre